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ABSTRACT

This workshop manual is one of four volumes in a staff development series designed for use with the Georgia comprehensive guidance and counseling units. The manual presents three separate models of students' school coping styles to aid classroom teachers' understanding of student behavior. Part 1 summarizes four basic models of student coping, i.e., power-dominance, acceptance-anxious, undisciplined-impulsive, and rigid-inhibited; a fifth style, creative-responsive is also presented as an ideal for comparison. The format of presentation for each mode consists of a listing of behavior characteristics of each style for identification purposes (in reproducible workshop handouts), a summary of each style, and suggested treatment techniques. Part 2, designed for use by school counselors as well as teachers, discusses Adlerian concepts and learning style in relation to children's school behavior. Part 3, for teachers and learning specialists, describes the relationship of hemispheric functioning to school learning and behavior. A Hemisphericity Observation Guide is included which delineates right- and left-minded characteristics, along with a checklist of special behaviors to be observed in identifying each mode, e.g., time and space orientation, and expression and behavior styles. (MCF)

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SCHOOL COPING STYLE ANALYSIS IN THE ELEMENTARY SCHOOL

Georgia Comprehensive Guidance Series

STAFF DEVELOPMENT FOR THE GUIDANCE AND COUNSELING UNIT

U.S. DEPARTMENT OF EDUCATION
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State Superintendent of Schools
1981

GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

Charles McDaniel

State Superintendent of Schools

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INTRODUCTION

Traditionally educated teachers have usually mastered the subject matter to be taught. They may also be well trained in forming objectives and in developing the activities necessary for teaching a variety of students. Two aspects of the teaching process often ignored by many teacher education programs and, thus by the practicing teacher, are (1) children's individual differences that affect the way they learn and cope with school and (2) systematic adjustment of educational experiences to fit the child's changing needs and interests. When teachers have not been prepared for these aspects of the teaching process, they may have difficulty adjusting their teaching strategies as they encounter students with different school coping styles. Conflicts may result and the teacher may become annoyed. Teacher burn-out often follows.

This manual provides models that can be used to understand student coping styles. Thus, not only may the child's style differences be accommodated, but the teacher can be supported in school classroom interaction.

Manual Components

There are three parts to this *School Coping Style Analysis* manual. Part I provides a model that can be used by classroom teachers in their everyday work. The School Coping Styles Model was derived from research and development work related to conceptual systems analysis.

Part II suggests the use of Alderian psychological principles for the purpose of understanding children's behavior in school. Teachers and school counselors may find this part particularly helpful.

Part III describes how concepts related to hemispheric functioning can be related to school learning and behavior. Learning specialists and classroom teachers should be aware of the effects of hemisphericity on individual learning style.

There has been *no* attempt to integrate the three systems. It is doubtful that readers or workshop participants would attend to all three approaches at one time. If a workshop format is used, each system should be presented separately with a distinct focus on that particular model.

SCHOOL COPING STYLES MODEL

SCHOOL COPING STYLES MODEL

The School Coping Styles Model is derived from the research and theoretical formulations found in the area of conceptual systems development. The first major reference for this work can be found in a collection of readings by Harvey, Hunt and Schroder (1961) wherein they presented some basic propositions related to cognitive development. For the past two decades various aspects of these propositions have been examined by researchers and theoreticians. Some practitioners also have used elements of the conceptual systems theory. For example, Rosenberg published a manual entitled *Diagnostic Teaching* (1968) that suggested how teachers may apply many of the concepts to an educational setting. Likewise, the School Coping Styles Model suggested in this manual is intended to further extend and adapt some elements of the conceptual systems scheme for better applicability to school settings.

The purpose of the School Coping Styles Model is to help educators recognize, explain, and use a system that will explain children's school coping styles and how these styles influence student effectiveness. There are also suggestions for the educator on how to accommodate the different coping styles within the school setting.

DESCRIPTION OF THE FOUR MAJOR COPING STYLES

The four school coping styles to be described are Power-Dominance, Undisciplined-Impulsive, Acceptance-Anxious, and Rigid-Inhibited. A "fifth" style called Creative-Responsive is presented as an ideal for comparison purposes. All four of the major coping styles, Power-Dominance, Undisciplined-Impulsive, Acceptance-Anxious, and Rigid-Inhibited are discussed in (1) their characteristic placement along a continuum of openness-closedness to intrapersonal (self) and extrapersonal information; (2) their characteristic use of symbolization from concrete to abstract; and (3) their relationship to stages of identity formation.

Definitions and Constructs

School Coping Styles. A child's predictable pattern of behavior when confronted with a school problem. Observation of a child will

usually yield a pattern of behavior, a characteristic way of attacking and dealing with learning experiences and school concerns.

Locus of Information consists of two primary sources. The first source is the *intrapersonal information* obtained by the students from within self: from thoughts, feelings, beliefs, and intuition. An effective student is aware of intrapersonal information that can help solve problems. The second source is the *extrapersonal information* obtained by the student from outside self: from other people, events, things, social institutions. An effective learner uses information from extrapersonal sources to help solve a problem.

Level of Symbolization refers to the abstraction process used by the child to symbolically manage information inproblem solving. On a continuum of concrete operations to abstract operations, a concrete oriented child is unable to provide symbolic labels such as words, categories organizers that would allow operation beyond immediate experience. On that same continuum is a child who consistently integrates current experience with past learning through use of symbols. A child who can use symbolic processes effectively is more likely to solve a variety of problems as they arise. Those individuals who view the world with a *concrete orientation* (as contrasted with an abstract orientation) display:

- a simple cognitive structure comprised of fewer differentations and more incomplete integration of concepts
- a greater tendency toward polarized evaluations.
- a greater dependency on authority related cues as guidelines to belief and action.
- a greater intolerance for ambiguity and a tendency to form judgments more quickly.
- a greater need for cognitive consistency and greater arousal from experiencing cognitive dissonance
- a greater inability to change set, greater stereotyping and less creativity in the solution of more complex and changing problems.
- a paucity of different methods of solving a problem or achieving a goal.
- a poor capacity to "act as if," to assume the role of the other, or to think and act in terms of a hypotheticle situation.
- a greater certainty of opinions and beliefs they will not change with time.

Conceptual Systems Change Model. The education and treatment processes later suggested for the coping styles are based on the developmental propositions suggested below.

Stage 1 Work: *Learning the ground rules of social order.*

Provide clear, consistent, well organized environment with distinct cultural expectations

- unclear or inconsistent normative expectations are to be avoided
- pressures toward autonomy will be restricted

Transition Needs:

Encourage independence *within* normative structure

- reduce normative pressures
- increase opportunity for independent self-assertiveness

Stage 2 Work: *Self-delineation*

Provide a minimum of normative pressures and a maximum opportunity for independent self-assertion.

- avoid a normatively organized environment
- do *not* require attention to feelings and intentions of others
- encourage spontaneity

Stage 3 Work: *Empathetic understanding*

Provide an opportunity to express own personal feelings and to compare their feelings with others.

- use descriptive terms
- differentiate between similar to or different from others
- label internal feelings

Stage 4 Work: *Integration of standards*

Provide an opportunity to place self and others on similar but transcendent dimensions.

- do *not* place self on dimension without considering the placement of others
- examine various dimensions
- develop internal standards

REFERENCES

Harvey, O.J.; Hunt, David E. and Schroder, Harold M. CONCEPTUAL SYSTEMS AND PERSONALITY ORGANIZATION. New York: Wiley, 1961, pp. 85-112; 158-203.

Rosenberg, Marshal B., DIAGNOSTIC TEACHING. N.E. Seattle, Washington: Special Child Publications, 1968.

LEARNING ABOUT THE SCHOOL
COPING STYLES MODEL

The subsequent material is presented in handout formats. The material can be reproduced and used in a staff development workshop. Following is a list of these materials:

1. Identification of Coping Skills Patterns
2. Summary of Coping Styles and Treatment Techniques
3. Delineation of Coping Styles (a summary table)
4. The Application of the Coping Styles Model
5. School Coping Styles Model (locus of control-overhead)
6. School Coping Styles (matrix-overhead)

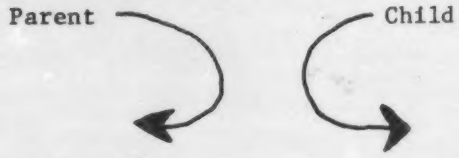
POWER-DOMINANCE STYLE

Parent

A disengaged parent leads to a "power-oriented" child. The parent's world is spearated and lacks structure. Respect comes from being able to create impact on one's environment. This parent(s):

1. Encourages independence to the extreme where home can be one of the loneliest places to be.
2. Encourages members to do their own thing, which leads to family members spending their time separately.
3. Speak their mind without considering how it will affect others.
4. Has difficulty understanding or being aware of what other family members are thinking.
5. Talks a lot, but nothing much gets done in the family because each member is talking about their own thing and there is little interaction in conversation among members.
6. Gives little to no structure to family; therefore, members seem to be unable to keep track of what their duties are or know how others are going to act; rules are not defined, e.g., each member talks about their own thing.
7. Maintains little physical contact or closeness.
8. Provides little warmth or empathy.
9. Admires and identifies with "winners" and powerful leaders.
10. Rewards blue ribbon achievements, questions reasons for "second place."

Disengaged Parenting



Child

The children become individualistic and egocentric because they feel the world is against them and that they have to be "top dogs." They:

1. Manipulate people and things to promote self.
2. Become belligerant if individualism is threatened or when doors to challenge are closed.
3. May become a loner when under pressure.
4. Fear boredom.
5. Treat people as objects.
6. Competitive--cannot afford to lose.
7. Are poor listeners.
8. Lack patience.
9. Cannot delay gratification.
10. Look for concrete and materialistic rewards.

Observed Behavior

1. Often are described as "bossy" or "pushy."
2. Do what they want rather than meet expectations of others.
3. Ignore implicit rules that govern behavior for their age and sex.
4. Become withdrawn under pressure.
5. Express emotions in door slamming, angry words, and thrown objects.
6. Let you know what other authorities have to say.
7. Will usually be straining at the boundaries.
8. Do not do well with routine--do not persevere.
9. Enjoy individual pursuits.
10. Want to know what the rewards will be.
11. Think the world revolves around them.
12. Are competitive and do not like to lose.
13. Seem to ignore others' feelings.

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UNDISCIPLINED-IMPULSIVE STYLE

Parent

An inconsistent or manipulative parent leads to an undisciplined-impulsive coping style. This parent is inconsistent in structure, shows little warmth and has little communication with the child. This parent:

1. Is inconsistent or laissez faire with rewards, punishment and affection.
2. Seems unreliable and unilateral, e.g., "I'll clobber you if you do that."
3. Sees life as a constant battle and makes no effort to hide family discord.
4. May be totally involved one day and withdrawn the next.
5. Shows little warmth for child, leaving feelings of indifference.
6. Makes little effort to communicate or disclose feelings.
7. Has low respect for child.
8. Is not dominant in day-to-day child-rearing, especially the father.
9. Either gives total direction or none at all.
10. Can be charming to meet needs.

Manipulative Parenting

Parent ← — → Child

Child

The children become undisciplined-impulsive because they have not had structure and love while often being manipulated. Therefore, they

1. Receive maximum authority from part or are given no guidance and are left on their own.
2. Experience constant conflict with parents.
3. Feel rejected.
4. Talk excessively in functional terms.
5. Use language to defend and attack.
6. Distrust authority and are reluctant to disclose personal feelings.
7. Value friendship but generally indicate that such relationships are difficult to develop, are unstable affairs, and hurt people when they dissolve.
8. Can behave creatively when free of the observation of authority.
9. Make positive statements about the underdog, the loner and minority groups.
10. Show rejection for religion, people, friendship (because of unreliability), government, and more subtely, all freedom restraining devices.

Observed Behavior

1. Negativistic: "I won't!"
2. Lack tolerance for tasks they do not enjoy.
3. Tend toward temper tantrums and wild destruction.
4. Assert independence in a negative manner.
5. Anti-social tendencies (steals, lies, destroys property, bullies, defies, resents discipline).
6. Speak disrespectfully to their teachers.
7. Prone to blame teacher or external circumstances when things don't go well.
8. Make derogatory remarks about subject being taught.
9. Break classroom rules, destructive behavior.
10. Try to manipulate others.
11. Often interpret efforts to help him as weakness on the other's part.
12. Exploit others.
13. See the world in terms of how useful it is to them (functional).

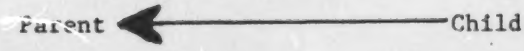
ACCEPTANCE-ANXIOUS STYLE

Parent

A child-centered parent leads to an acceptance-anxious child. The main goal is to bring the child happiness, but always at the price of "pleasing the parent." Inclined to be over-protective, this parent:

1. Feels the childs' happiness is the greatest and, thus becomes very overprotective.
2. Creates a glossed over conflict "because Mommy or Daddy wants you to do this." "If you love Mommy or Daddy. . . "
3. Indicates the child's purpose is to please them (parent).
4. Is reluctant to use physical punishment but exerts control through dependency relationship with potential threat of love withdrawal.
5. Is concerned with social acceptance and social achievement.
6. Concerned about child getting their feelings hurt.
7. Invests heavily and identifies with children's activities.
8. Stresses manners and friendliness. "I don't want you to do that; it won't be good for you."
9. Cannot afford to be rejected by children.
10. Combines physical contact with sympathy.

Child-Centered Parenting



Child

The children become acceptance-anxious because they are concerned about living up to expectations and cannot afford to risk failure. Therefore they:

1. Generalize dependency on others.
2. Need constant reinforcement.
3. Will do what you want them to, but not because they want to.
4. Accumulate a large number of friends to safeguard against being thrust upon their own resources in the solution of problems.
5. Believe everyone *needs* lots of friends.
6. Will voice opinions of the group rather than their own, which may be contrary to the present group.
7. Will refer often to people in general.
8. Have a positive attitude toward situations and ideas which are beneficial for people.
9. Try to create feelings of guilt in others--not doing enough for them.
10. Focus on "reading non-verbal cues" of others--develop an interpersonal sensitivity.

Observed Behavior

1. Often tries "too hard."
2. Want to show off to impress others.
3. Overly sensitive to criticism or correction.
4. Worry about pleasing others.
5. Frequently seek adult contact and approval--especially those who are warm.
6. Excessively competitive and jealous.
7. Tries to outdo classmates by producing more in quantity.
8. Outwardly nervous when tests are given.
9. Fearful of failure (failure means rejection).
10. Can tell stories in an interesting way.
11. Prone to do things behind your back.
12. Have ability for abstract thought but anxiety interferes with functioning.
13. Frequently ask for assistance to get you involved.

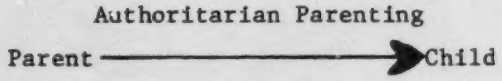
IDENTIFICATION OF COPING STYLE PATTERNS

RIGID-INHIBITED STYLE

Parent

An authoritarian parent leads to a rigid-inhibited coping style. The parents' word is final and never disputed. This parent(s):

1. Makes all decisions. The father is most often the dominant parent but mother may invest her total energy in the parenting role.
2. Acts as boss, is highly constrictive and controlling.
3. Sees the world as a win-lose situation.
4. Permits little diversity among family members on moral issues.
5. May stress religion and frequent church attendance.
6. May use explanation sparingly and physical punishment frequently. Often calls child's behavior "bad" but does not explain why. Child becomes a "bad" child.
7. Awards behaviors which conform to parents' standards.
8. Believes all directions should come *from* parent *to* child.
9. Becomes anxious if they do not know what the children are doing.
10. Focuses on details of performance and standards.



Child

The children become rigid and inhibited because they feel confused, inadequate and weak. Therefore, they:

1. Have no freedom to grow or operate.
2. Can do everything that everyone else can do but not quite in the same time limit.
3. Are rule followers and to solve a problem they must follow some rule.
4. Insist that most important thing in life is a *few* good friends.
5. Exhibit a strong need for structure.
6. Adhere to rules, authorities and values which provide strong structure.
7. Reject environmental inputs which are dissonant with their organized modes of interpretation.
8. Have polarized evaluations.
9. Have definite stands on every topic, state them unequivocally and reject those that do not meet their high standards of perfection.
10. Prefer direction from those with high formal status.

Observed Behavior

1. Cannot get a job done unless others are immediately available to help them.
2. Take a passive role in a conflict situation.
3. Become confused and disoriented easily.
4. Give answers which have nothing to do with the questions being asked.
5. Afraid to assert self or show initiative.
6. Show signs of nervousness.
7. Generally are unresponsive, hard to get to know.
8. Are upset by a change of routine.
9. Rigidly adhere to rules.
10. Have either repressed or expressed anger in very primitive manners.
11. Approach life on a concrete level, cannot understand abstract principles.
12. Strive for status and power.

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CREATIVE-RESPONSIVE STYLE

Parent

The problem-centered parent leads to a creative-responsive child. There is a clear structure, mutual respect, and no power struggles between child and parents. Parents use initial goal setting by contract. This parent:

1. Promotes communication between parent and child.
2. Realizes conflict and problems are to be encountered (because this is essential to a child's development).
3. Allows the outside environment to influence the child's behavior and letting the child actively use their own knowledge.
4. Aids in initial goal setting that gives the child a clear structure within which he or she may function freely, using alternatives of thought and action.
5. Allows diversity of opinions without rancor.
6. Fosters independence while providing a basic sense of security.
7. Treats the child as a person of intrinsic worth.
8. Uses explanations frequently...but not excessively.
9. Has faith in the child to solve problems and appreciates their strength to survive adversity.
10. Enjoys the child as a person.

Problem-Centered Parenting

Child

The children become creative because they have confidence to challenge the world and have faith they can survive the consequences. They

1. Function abstractly.
2. Think for themselves.
3. Uses much available information and experiences to solve problems.
4. Do not fear adult authority, standards, but may believe differently.
5. Are open and sensitive to minimal environmental cues.
6. Welcome friendship but do not feel the strong need to surround oneself with friends.
7. Aware of group needs but do not try to dominate.
8. Can place self on a continuum when making comparisons.
9. Willing to disclose feelings but does not demand sympathy.
10. Does not use emotional behavior to involve others. Becomes excited over "events."

Observed Behavior

1. Complete tasks.
2. Persevere on tasks even when initially stymied.
3. Find humor in their own mistakes. Do not take self too seriously.
4. Explore the learning environment on their own.
5. Can demonstrate empathy by describing others feelings.
6. Cooperate for the good of a group effort.
7. Play alone or with group.
8. Can adapt to classroom experiences, e.g., detailed tasks to role playing.

SUMMARY OF COPING STYLES AND TREATMENT TECHNIQUES

POWER-DOMINANCE STYLE

The *Power-Dominance* learner is often described as interesting until he or she gets too demanding or competitive. They are noted for their individualism and tend to stand out from others. They prefer to do what they want rather than meet the expectations of others. These children tend to ignore the implicit "rules" that govern behavior for their age and sex in a particular neighborhood or school.

"Daring" to be different may be the typical approach these children take with family or teachers. They are risk-takers. Part of this willingness to take risks stems from their relative freedom from the influence of others. Continually seeking new challenges, they may choose activities that permit them to accumulate rewards or be the central focus of attention.

These children are less affected by the influence of peers than most. Their search for new challenges may have provided them with a broader base of experience and may have done many things that other children have not. These children may be puzzled by children who are afraid to be rebuked. Children who strive for popularity by meeting expectations of others may be rated at the bottom of the scale by the *Power-Dominance* children.

Developing tolerance for different needs and goals could help broaden the circle of children with whom "power" children could interact successfully. Their lack of sensitivity for the differences of others interferes with their ability to relate to a broad group of friends.

These children trust themselves to find the answers. You hear from them, "It's easy," or "Don't tell me!" They tend to enjoy learning by trial and error and dislike following instructions to find out how something works. If they are interested in sports, they may learn faster by observation than by instruction.

Although these children chafe at the rules of the peer group, they like to be in contact with others so they can demonstrate their power. They are not isolated children. If *Power-Dominance* children closet themselves away from others, they are probably under pressure. They tend to become loners when things need to be done. While they feel more comfortable in their public, extrapersonal world, they will retreat to their private inner world when they cannot dominate.

When *Power-Dominance* children feel that their worth is threatened, they become belligerent. Emotions can be expressed in door slamming, angry words and thrown objects. At times they may seem to be cruel.

Treatment Techniques

1. Provide an open classroom setting where they can:
   - find answers for self
   - seek new and innovative methods of problem solving
   - experience unique assignments
   - choose activities that permit them to expand mentally and/or physically
   - learn by trial and error
2. Increase their sensitivity to the differences of others.
3. Accept the actions of these children without approving of the behavior and relieve the underlying causes of the stress.
4. Do not threaten the child's individualism unnecessarily.
5. Suggest alternatives and consequences that are acceptable, and leave the final selection to them.
6. Give ample room to "breathe" and expand.
7. Help them to appreciate routine as a way to organize the day and remind them that it does not necessarily have to direct their entire lives.
8. Intersperse individual activities with group activities to help "power" children tolerate, and later appreciate, the benefits of group experience.
9. Cultivate their patience and perserverance by encouraging and rewarding attention to details of tasks.
10. Provide personal growth experiences involving self disclosure and feedback sessions. Do *not* explore feelings when they are in competitive or pressure situations.

UNDISCIPLINED-IMPULSIVE STYLE

The undisciplined-impulsive learner is one who is moderately open to intrapersonal information and much less open to extrapersonal, environmental information. A moderate level of symbolization is available. They see life as a game and respond to fun and freedom.

The undisciplined-impulsive learner can be recognized by low tolerance for frustration, lack of concern or empathy for others, quickness to anger, discounting a task when they cannot easily master it, blaming others for failure, is manipulative of others, and is negativistic.

Undisciplined-Impulsive children work hard to gratify their needs, but they avoid situations in which they will be responsible to others. To obtain the personal satisfactions they crave, they will exploit and coerce others. They feel little, if any, guilt over manipulating people in order to attain gratification. At the same time, they have little tolerance for frustration. They want satisfaction and they want it now!

The *Undisciplined-Impulsive* child often fails to get along with their teachers. They enjoy pursuing subjects that they like, and they enjoy working independently. If an *Undisciplined-Impulsive* child is fond of science and is given free time in which to build a display, they will probably approach the task with great gusto; they lack both the patience and restraint to accept criticism and benefit from it.

The situation changes when an *Undisciplined-Impulsive* child is confronted with a task for which they have little or no taste. If they have no interest in science, and are instructed to build a display, they will become frustrated and may fail to finish the job. This might be true even though the completion of the display were in their own long range interest.

Undisciplined-impulsive learners are likeable. They are cheerful and high-spirited but easily lose control of their behavior and may engage in dangerous, rowdy behavior with no awareness of the consequences.

They are unable to direct this energy to specific goals unless those goals result in immediate pleasure. They are able to achieve a series of short-range objectives, while long-range achievement eludes them. Because they have never mastered their private world, they are unable to conquer the public world, even though they appear, at first glance, to have all the necessary talents. If they could master their impulses, they might be able to manage their environment more successfully; as it is, their impulses dominate them.

Treatment Techniques

1. Provide structure consisting of controls based on logical and natural consequences.
    - Fairness
    - Firmness
    - Consistency
2. Avoid situations which may result in teacher or parent and child challenging each other with subsequent conflicts. Do not get into power struggles.
3. Non-punitive approach in case of conflicts. Example: If the child is provided with reasonable structure and discipline, make sure of following through with the job tasks and time limits. Once you declare yourself, stick with it.
4. Use influence of peer group to reinforce instructions, directives and expectations. Point out that others in the group are faced with similar requirements.
5. Maintain a relationship. Feelings of rejection are major elements in the child's life. Regardless of the child's behavior, rejection is to be avoided.
6. Provide "Feedback" while supporting the child.
7. Confront them immediately.
8. Be aware of the child's tendency to manipulate (egocentric).
9. Avoid exposure of internal feelings (interpretation of positive and negative behavior).
10. Do not get upset over their inconsistent behavior. You are being tested to see if *you* are a manipulator.

ACCEPTANCE-ANXIOUS STYLE

The acceptance-anxious learner is characterized by anxiousness tension, eagerness to please and lack of self-confidence. They are ambitious, conscientious, and self-driving as long as there is hope for praise from others. Learning for intrinsic satisfaction is foreign to this learning style. They look for cues from others.

These children can be recognized by putting forth great effort to avoid failure. They get bogged down in details and may be unable to complete the task. Dependence serves to establish self-worth. These learners are able to organize and plan but do so to please others.

Acceptance-Anxious children have good control of their private worlds, but have not developed the abilities needed to cope with external situations that require assertiveness and exploration. Because they feel inadequate in manipulating their public worlds, they lack confidence in their ability to accomplish goals. Thus, not only is learning an activity with which they do not feel at ease, but it is also an activity that is of real importance to them because they consider it a means by which they can gain acceptance, respect, and recognition from the outside world.

They do not consider learning as a means of improving their skills or for solving problems in the environment but as a means of avoiding rejection. Achievement thus has little personal value, but is a means of pleasing others and gaining acceptance by them. Failure to achieve is feared because of the anticipation that others will be disappointed with the failure.

Acceptance-Anxious children are not relaxed learners. They are tense and anxious in the classroom. While they generally lack self-confidence, their need to learn makes them conscientious, hard-driving, and ambitious. Their learning goal is met when a teacher praises them, or when they earn the approbation of classmates.

These children are able to marshal their energy in working toward a goal; in fact, their meticulous and somewhat obsessive approach to classroom work probably helps them at the earlier level in school when intense concentration, attention, and creativity are not required. As they progress further in school, however, their anxiety probably interferes with their effectiveness. In the early elementary grades, they function well, although at some cost to themselves.

The *Acceptance-Anxious* child finds learning a tension-producing, but inescapable chore. Their failure to master the external world, while their inner world is under control, rules out any other approach.

Treatment Techniques

1. Show interest in the child with acceptance, support, encouragement and recognition, purposeful kindness.
2. Use authority without domination.
3. Establish responsibility to develop self-worth.
4. Provide "feedback" in a simple unemotional manner.
5. Develop the child's awareness of his past and present behavior (interpretation).
6. Assist child to develop self-worth in and around goals to be accomplished.
7. Give the child simple responsibility and leadership roles and slowly help him recognize that there are values on his own merit apart from approval by adults.
8. Provide praise and commendations on the basis of accomplished goals, e.g., "the polished furniture looks good," without necessarily focusing much directly on the child, e.g., "you did a good job on the furniture."
9. The above approaches initiate the beginning of mild rejection. The child wants to please to avoid rejection, however, our goal is to help them to accomplish a socially acceptable goal for themselves. They learn to appreciate goal attainment while actually being rejected as a person.
10. Restrict child if goal is not attained. If the child is doing poorly in school, the parent and the counselor should combine efforts in giving the child little or no privileges while directing the child toward the goal. It may be necessary to team up or combine efforts to avoid segmenting the program and to prevent manipulation and inconsistency. A problem in one area of the program is a problem in all areas of the program for the total team, (teacher, parents, and counselor).

RIGID-INHIBITED STYLE

The rigid-inhibited learner must know exactly where they stand and what they are to do at all times. They cannot tolerate ambiguity, change, or complexity. Unless the teacher lets them know exactly what is expected, sets rigid time limits, and helps them to accomplish the task, it will seldom get done. The children encounter their most severe learning problems in those subjects requiring the most initiative and assertiveness. Situations requiring leadership (class offices, student council membership, discussion leadership) are completely beyond them.

In their relationship with teachers, these children are submissive, passive, even docile. They obey readily and seldom question what they are told to do. Feeling a strong need for dependable, authoritarian figures, they have no desire to endanger a relationship in which they feel strongly dependent. Their greatest fear, in fact, is of being placed directly in a situation where they must exercise initiative and individuality. For this reason, they seldom exhibit anger directly, even though they may feel it; instead, they display anger by symbolic acts like stealing, setting fires, or indulging in aggressive fantasies. They are rarely disrespectful to their teachers.

As might be expected, *Rigid-Inhibited* children seem overburdened by school work. For them, learning is never fun, never a pleasurable experience. Sometimes they seem bewildered and overwhelmed by classroom assignments and have difficulty in getting oriented. As a result, learning engenders tension and anxiety within them. This anxiety is not, however, focused on achievement, but is confused and vague.

The *Rigid-Inhibited* child is not difficult to understand if we remember that this is a child who is not merely ill at ease with the world outside but is uncomfortable in the presence of their own thoughts and feelings as well. They are at home neither in their inner nor their outer world. Both intrapersonal and extrapersonal mastery have eluded them. At their best, they function in an extremely unsatisfactory manner; at their worst, they barely function at all. Their personality style has largely destroyed their opportunities for successful learning.

Treatment Techniques

Low Level Performance:

1. Provide structure. Structure for the low level *Rigid-Inhibited* should consist of the following:
   - Regularity, consistency and absoluteness are basic.
   - Low attention span requires that instructions be given in steps. When one part of the task is completed, explain the next. This will help prevent confusion and help to guarantee the child's successful completion of the task.
   - In giving instructions always explain the "WHY" and "HOW."
2. Encourage the child to participate in simple structured activities with constant recognition.
3. Stress successful experiences and/or expression in all phases of the program in order to improve the child's self-image.
   NOTE: When it is felt that the child is functioning well within the above described structure, and responding well to No. 2 and No. 3 above, then and only then should the following treatment steps be used.

High Level Performance:

4. Ask for "feedback." Require the child to explain the teachers' or parents' instruction and directives given to him. Ask "why" and "how" to test the child's consciousness and understanding.
5. Provide the child with alternatives (choices) in executing instructions or tasks; provide on a simple level.
6. Ask for the child to provide alternatives (choices) in completing tasks.
7. Insist on the child's decision-making and gradually reduce reliance upon authority.
8. Develop the child's ability to generalize (abstract).
9. Increase responsibility, with independent judgment, in accordance with the child's maturation and potential.
10. Assign to leadership roles in various capacities.

CREATIVE-RESPONSIVE STYLE

The creative-responsive learner is characterized by openness to both the private sources of information and to environmental sources as well. They are goal directed and are able to look at their own behavior objectively. They learn quickly from mistakes. They respond to tasks and social needs.

The *Creative-Responsive* child is a child who is unfettered enough to try something new, adventurous enough to choose courses of action from among several alternatives, and confident enough to begin activities that are new or different. They are moderate risk takers--as opposed to low or high risk takers. Learning is a relaxed activity.

Self-assurance is found in children who are able to manage both their public and their private worlds effectively. They are able to manipulate their environment with skill and confidence so that they can work toward definite goals. At the same time, they have attained mastery of their impulses, feelings, and thoughts so that they can be reflective and self-critical. They are comfortable both with themselves and the world outside.

The *Creative-Responsive* child makes mistakes but is seldom stymied by them. Instead, they *learn* from their errors and do not repeat them. They are not afraid to evaluate themselves honestly, nor are they afraid to change their behavior if experience indicates they should. They have confidence that they will eventually be successful.

Creative-Responsive children are easily recognizable in the classroom. They have obvious self-confidence and are clearly responsive to situations. They participate actively in classwork, join discussions, express opinions, and ask and answer questions. It is obvious that they enjoy the total experience.

Creative-Responsive children independently ask for help when needed, but depend upon their own initiative whenever possible. They are well organized, concentrating energy on the job at hand and completing one chore before tackling the next.

These youngsters are responsive to the social interest. Concern for others is expressed in attention and action. They do not try to manage or dominate. Cooperation is necessary to maintain their freedom to explore. Involvement with others is stimulating--people are enjoyed.

THE APPLICATION OF THE COPING STYLES MODEL

It is helpful for teachers to be able to view a child's school coping skills from two perspectives. Simply, teachers should be able to distinguish between a child's immediate needs (contemporaneous) and their long term requirements for growth (developmental). Therefore a school coping skills model should be used to help teachers specify those environments appropriate for a child at a given stage both for *contemporaneous* and *developmental* purposes. In other words, how can the teacher best respond to the individual within their present coping skills framework (contemporaneous) in order to enhance their ability to carry out the current learning tasks of the school; and secondly, how can the teacher best facilitate their coping skills development (developmental) so they can become better learners in the future? For example, it has been determined that a student is at a dependent, conforming stage of development (contemporaneous orientation). In providing for such a student, a teacher would thus take account of their contemporaneous orientation to plan the immediate educational environment likely to be most effective. The teacher would also bear in mind that efforts should be directed in the long run toward the developmental goal of increasing the student's independence.

The contemporaneous and developmental perspective thus can be applied toward accommodating the four coping styles presented earlier. The application of this approach is presented in the following table.

Table 1

SCHOOL COPING STYLES

Style	Contemporaneous	Developmental
Power-Dominance	Require attention to details and routine. Provide pictoral examples or demonstrate. Allow them to be leaders if they attend to structure. Reward perserverance on task by personal attention and concrete rewards. Do *not* explore feelings in competitive situations.	Provide feedback sessions or group work for self disclosure. Reinforce group participation--especially listening to others. Ask them how others feel (empathy). Ask them to compare their feelings with others.
Undisciplined-Impulsive	Provide controls consisting of logical/natural consequences. Explain/warn once, then act in a firm fair and consistent manner. Do *not* become emotional or get into power struggles. Do *not* expose internal feelings.	Maintain a relationship regardless of the child's behavior. Confront immediately and expose manipulations. Do something together with equal responsibility. Cast in responsible leadership role.
Rigid-Inhibited	Provide structure--rules and sequence. Size of step should be small to insure success and also not overwhelm them. Concrete reinforcers work best.	Provide alternatives (choices); ask for generalizations. Ask for feedback; ask "why" and "how." Assign to leadership roles of minimal responsibility. Ask them to label their feelings.
Acceptance-Anxious	Student must complete task or goal before getting personal attention from teacher. Provide feedback in a simple, unemotional manner. Restrict child from "people" contact (peers/teacher) until tasks are completed. Insist that assignments be completed on time.	"Praise the act not the child"--do *not* personalize accomplishments. Refrain from special favors or using them as assistants. Go to them/make contact when they are involved in tasks alone. Role play anticipated rejection situations they may fear.

DELINEATION OF COPING STYLES INCLUDING CHILD VARIABLES, CHILD AND PARENT BEHAVIOR AND SOME SUGGESTED CHILD TREATMENTS*

Learning Style	Level of Symbolization	Locus of Information	Type of Parent	Child's Behavior	Suggested Child Treatment Techniques
Power-Dominance	Functional and moderately abstract	More external than internal	Disengaged (little direction; do your own thing)	Prefer to do what they want rather than meet the expectations of others; trust themselves to find the answers, like to accumulate awards	Encourage child to be more sensitive to others. 1. Help child to appreciate the need for routine. 2. Cultivate their patience and perserverence by encouraging and rewarding attention to details of tasks. 3. Intersperse individual activities with group activities. 4. Do *not* explore feelings when they are in competitive or pressure situations.
Undisciplined-Impulsive	Functional and moderately abstract	More internal than external	Inconsistent (total direction or none at all)	Disrespectful or negativistic with authorities; breaks rules says, "I won't"; attempts to manipulate; aggressive	Encourage child to control behavior within socially-accepted limits. 1. Set limits; use logical and natural consequences. 2. Maintain a personal relationship, without rejection. 3. Provide feedback on child's behavior and use peer group to provide feedback. 4. Provide opportunities for independent, creative projects of child's choice.
Acceptance-Anxious	Moderately abstract (anxiety interferes with functioning) Verbalizes conventional concepts	More external than internal	Child-centered (main goal is child's happiness *at price of pleasing the parent*)	Looks for constant reinforcement; tries hard, meticulous; does something because you want him/her to do it	Encourage child to set his/her own goals, plan procedures and evaluate results. Achieve emotional independence. 1. Give child support and acceptance. 2. Remove external sources of evaluation; child evaluates *self*. 3. Provide feedback in an unemotional and impersonal manner--reflecting on achievement, not on person. (Child sees value of self) 4. Give some leadership roles.
Rigid-Inhibited	Concrete	Very little (from trusting self) internal or external (little from trusting others)	Authoritarian (constrictive and controlling)	Rigidly follows rules, cannot get job done unless helped, submissive to authority	Encourage ability to function independently. 1. Give concrete explanations, but develop ability to generalize gradually. 2. Provide structure, but encourage child to develop own alternatives (structure). 3. Explain why and encourage child's ability to understand reasons. 4. Use simplification techniques.
Creative-Responsive	Abstract	Both internal and external	Creative problem-centered (structure, warmth, respect, fostering independence)	Works independently; uses adults as resources; learns from mistakes; thinks for self; sensitive to others, enjoys learning	Encourage child to continue in problem-solving process. 1. Provide maximum opportunity for creativity, independence, divergent thought and use of intuition. 2. Be ready to accept uniqueness, unusual ideas and new solutions.

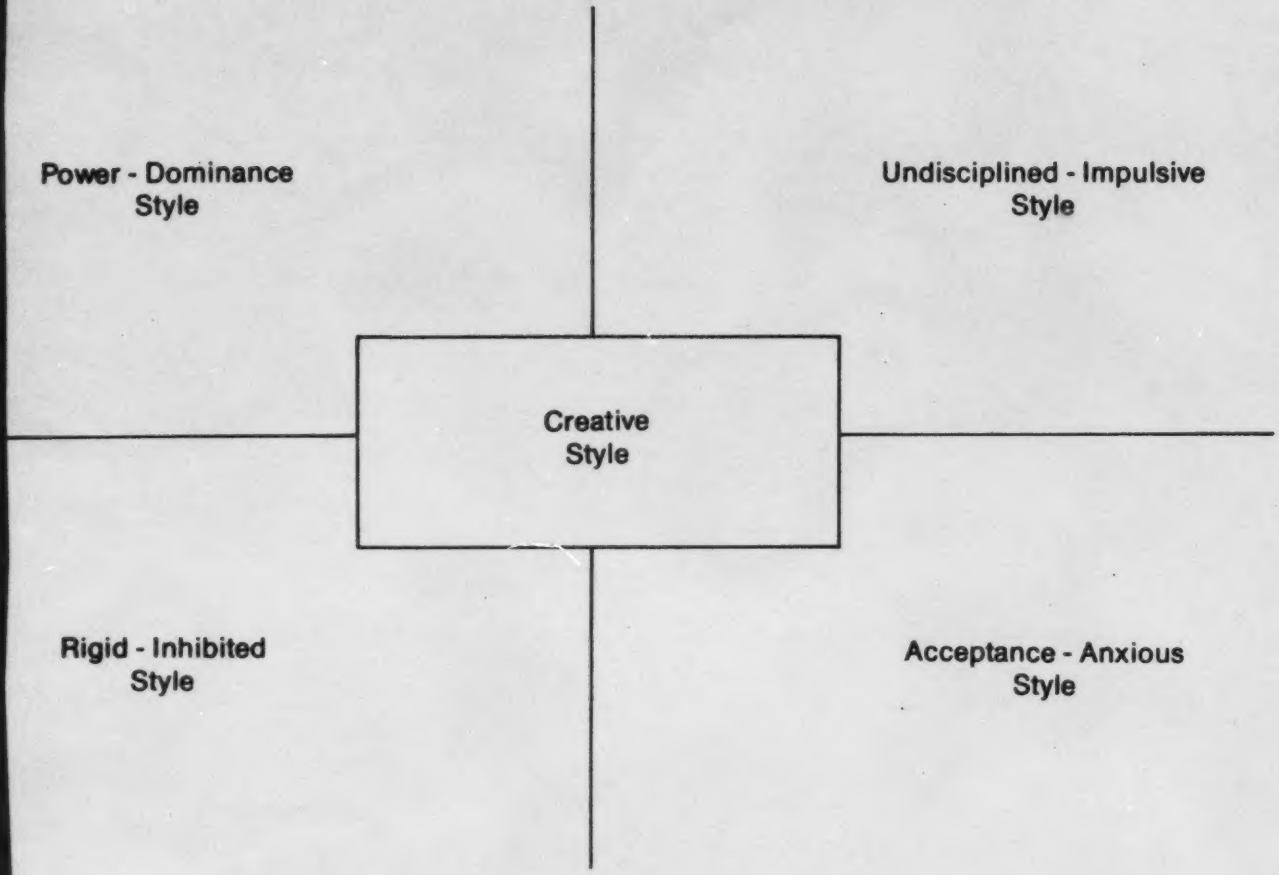
*Format suggested by "Teaching/Learning Strategies" of *Guiding Young Children's Learning*, by Sara W. Lundsteen and Norma Bernstein-Tarrow, In Press.

SCHOOL COPING STYLES MODEL

Where is the locus of control?

Power	-	status, rewards
Cues	-	acceptance, appearance
Games	-	comfort, freedom
Rules	-	authority, order
Tasks	-	involved, responsible

SCHOOL COPING STYLES



ADLERIAN CONCEPTS AND LEARNING STYLE

ADLERIAN CONCEPTS AND LEARNING STYLE

Basic Philosophical Assumptions

According to Adlerian psychology the individual can only be understood in terms of one's social environment. All behavior is purposive; that is, an individual tries to find his or her place in the social environment. Each individual has their own unique private logic for dealing with the milieu. This holistic view stresses the indivisable point of departure when explaining an individual's behavior.

According to Adler an individual's relation to the world can be divided into three parts: (a) work, (b) social, (c) love. Solving these three problems to the outside world is a life-long task. It is up to each of us to find solutions to these problems in living. As with the holistic concept of the individual, Adler believed that the three problems cannot be solved separately, for they are intertwined. A change in one problem influences the others as well. A difficulty with one part of life implies comparable difficulties in the rest of one's life. Individuals are not always aware of their approach toward life, how they are endeavoring to find their place. They usually are not able to understand the underlying consistencies that exist, and often choose to dwell on apparent contradictions to explain away their failure to have complete self-understanding. This imperfection is understandable because one cannot be a participant and an observer at the same time. In order to be helpful to someone it is often necessary to clarify the person's fundamental approach toward problems of life.

Child Development Perspectives

Every child is primarily concerned with having a place in the group, and all the child's actions are purposive. The child's actions are purposive even though he or she may not be aware of the purpose. So-called character traits develop from movements within the family system. Actions are interaction. All efforts are striving to find a place in the group. A successful child senses the need of the group and behaves

in a way accepted by it. A discouraged child switches to the useless side and misbehaves.

As the individual feels repulsed, one acquires a subjective feeling of being "less" than others. The superior strength of others becomes something to be taken for granted. If excessively suppressed, one comes to believe in the superior strength of others and that they will always be victorious. This feeling of being "less" has a corollary feeling of others being "worth more."

The child resents this feeling of being low on the scale and soon the child's actions will move in a direction of acceptance by some segment of the group. Any person who labors under a sense of inferiority tries to obtain power of some kind in order to cancel the supposed superiority of other people. The individual's feelings of inferiority impels him or her to strive for significance. Inferiority feelings are faulty self-evaluations. Anyone who doubts their own value overestimates the capacities of others. Neither the absence nor the presence of inferiority feelings is any index to a person's real value. Some extremely valuable and successful people suffer acutely from inferiority feelings.

Human failures are not so much the cause of inferiority feelings as they are the consequence of such feelings. Children with inferiority feelings tend to avoid social responsibilities in order to conceal their imagined deficiencies or to avoid the pain of possible failures. Methods of avoiding social responsibility are many and often ingenious. One method is to "run-away" from the obligations thereby avoid making decisions. Limiting the action, gaining time, or setting distances between ourselves and others, are also common strategies. The real object is to conceal the assumed inferiority from others and avoid the pain we think will come with actually experiencing failure. The alternate method is to take some action to gain a special significance by achievement. If this is a "useful" achievement, the child may appear to be perfectly capable of adapting their behavior to the group, although their deepest impulses are fear and a tendency to retreat.

If the motivations are on the "useless side of life" the individual wastes energies and strength in condemning others, pushing them down and inflating ones' own accomplishments. The disturbing behavior of children has *four salient goals*. The child may assume that he or she cannot find a place through what can be contributed in the family setting. So, the child wants to get something from others, such as service or *attention* in order to be sure of a place in the group. If this is forthcoming pleasantly, all is well; if not, there is outward disturbance, as the child will use misbehavior and deficiency.

When the child grows older or the demands become too great, the parents may resist, and the child will move into a second phase, fighting the parents' pressure and power with their own power. The child will not do as told but will do what he or she is told not to do. The parents and the child carry on a *power* contest with the child trying to impress the parents with their own power and determination.

In each instance these are only efforts to find a place in the family group. Children often openly express this desire. They prefer to be punished rather than ignored. Being ignored makes the child feel that he or she has no place; keeping the parents busy with them or showing their power makes the child feel that there is a locus of significance for them within the family group. The child may feel that refusal of attention or not getting one's own way is an expansion of the parents' lack of love.

If the contest for power becomes too violent, the child moves to the third goal, *revenge*. In the revenge phase there are efforts to hurt others as the child feels hurt by the parents. The child feels that a place can be secured by making oneself hated.

The fourth goal is the *display of deficiency*, which is found in children who are so discouraged that they do not expect to succeed, either in any one activity or in all activities. They try to impress adults with their deficiency so that they will be left alone and not asked to do anything. If they can avoid failure, they can insure a place in the group, they feel; and thus they plead deficient to be

exempted from tasks where their failure would become obvious. The child who is used to lectures, constantly being reminded about things, being told over and over to do things, and ultimately made to do something, often will develop a symptom of deafness which has no medical basis. The child may be "mother deaf" at home and very easily could become "teacher deaf" at school.

Because children are smaller than adults, the adults often look upon them as helpless and therefore the adult feels the need to make decisions for the children. This is a mistaken notion on the part of the parents. Parents should never do for children what the children are able to do for themselves. If parents do too much for children, they destroy their possibilities of developing a sense of accomplishment and the courage to do things on their own. These children begin to depend on others to make decisions for them. Such a child learns to depend on other people rather than developing self-confidence. This makes them anxious because if other people are unable to help, then what will they do? They feel that they cannot do anything on their own. Instead of giving to the children the parents are actually taking from them. The parents are actually doing children an injustice because they are not giving them a chance to develop into independent people. Parents take from their children the possibility of developing the courage and confidence that one needs to get along in life.

The Family Constellation

A basic contention of Adlerian psychology is that personality and character traits are expressions of movement within the family group. The concept of the family constellation as a dynamic explanation sees the development not so much the result of factors which converge on the child, but that of one's own interpretation and related interaction. Each child influences the group and other members of the family as much as the child is influenced by them. Each child's early relationships with other members of the family establishes ways to approach others in an effort to gain a place in the group. All strivings are directed towards a feeling of belonging.

An individual's experiences in the family, the opportunities and barriers, challenges and expectations, ambitions and frustrations, are strongly influenced by one's position in the birth order of the family. Of greatest concern in this relationship is the impact of the family upon the behavior patterns of the child. These experiences in the family are the most important determinants for one's frame of reference for perceiving, interpreting, and evaluating his world outside of the family. The knowledge habits and skills which the child acquires in the home largely determine one's capacity for dealing with outside situations.

Individuals react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. In the life-pattern of every child there is the imprint of one's position in the family with its definite characteristics. It is just upon this one fact, the child's place in the family constellation, that much of his future attitude towards life depends. No style of life is a unity because it has grown out of the difficulties of early life and out of the striving for a goal.

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special. As each member strives for their own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up, where one shows weakness or deficiences, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperament, interests and abilities. Conversely, the similarity of characteristics always indicated alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may lean and get support

by weakness and frailty. These are cases where strong competition did not prevent personal method of compensatory striving.

A distinction should be made between sibling rivalry and sibling competition. Rivalry is defined as open contests and fights for immediate gratification. Competition, on the other hand, may be present without open resentment or antagonism. Competition has a much more significant impact on each child and leads to the development of opposite character traits, interests, abilities, and temperaments. One child seeks success in areas where his sibling has been unsuccessful. The siblings who are most different, therefore, are competitors and those who are most alike are allies. The sibling with whom a child is competing has the greatest influence on the development of his life style.

The more severe sibling competition may be found between first and second born children. The first child is the only sibling to be "dethroned" as an only child. It is felt that as a result, the first born is more likely to resent the presence of other siblings, especially the second born.

Competition may also be found between second and third born children. Adjacent siblings in the family seem to present more a mutual threat than alternate siblings. In a given trait, the strengths of both the first and third born children are a competitive reaction to weakness in the same trait found in their mutual foe, the second child. The difference between adjacent siblings will promote similarities among alternate siblings.

The concept of sibling alliance and competition can be illustrated in the arena of school achievement. If one child in the family has become a very high academic achiever, a competing sibling may make one of several responses. If there is a chance that the more successful sibling may be surpassed, the lower achiever may redouble their efforts and try harder to be the highest achiever in the family. If, on the other hand, the possibility of winning the achievement battle seems remote, the lower achiever may withdraw from the school achievement battlefield and attempt to find status in another arena of battle.

The lower achiever may strive to become the most social sibling, the best athlete, or the highest achiever in some non-academic part of the school curriculum.

Siblings which have formed an alliance relationship can cooperate because one does not threaten the status of the other. It is also possible that alliance relationships are formed by two siblings in an effort to defeat a third sibling who is a common foe. Siblings that are quite far apart in age or are of different sexes may find that no threat exists if both become high achievers. For example, one child can find status by being an adequate boy achiever in the middle school while the other can find status by being an adequate girl achiever in the third grade. The alliance between two children may be strengthened if they both feel challenged by a third sibling in the fifth grade.

From the moment of birth the child acts, thinks, and feels in response to his world in accordance with how he or she experiences or perceives one's world--reality. What actually happens to the individual is not as important as how the situation is interpreted. It is not the position in the family sequence that is the decisive factor, but rather the situation as the individual interprets it. The following list of child development hypotheses are based on ordinal position placement.

Hypothoses Based On Ordinal Position

Single child. The only child has a decidedly difficult start in life because the entire childhood is spent among persons who are more proficient. The only child may try to develop skills in areas that will gain approval of the adult world or solicit their sympathy.

- Is either a pampered child or a competent child.
- Enjoys a position as the center of interest.
- Sometimes has a feeling of insecurity due to the anxiety of the parents.
- Usually are not taught to gain things by own effort; merely to want something is to have it.

- Often loners may expect a "special place" without having earned it.
- Often good independent readers because it is a way of being the center of attention unless solitious parents create anxiety.

Oldest child. The oldest child has a threatened position in life; being the oldest should entitle the first child to have the favored spot and frequently does. However, discouragement may follow upon the birth of the second child and the responsibility of the favored position may shift.

- Is an only child for a period of time and has, therefore, been the center of interest.
- Has to be first--in the sense of gaining and holding superiority over the next children. Superior school performance may be a way of demonstrating ability.
- Becomes a "dethroned" child with a birth of the second child. May feel unloved and neglected. Usually strives to keep or to regain attention by positive deeds.
- Could develop a good, competent behavior pattern or become extremely discouraged, e.g., may develop good reading skills or become a remedial case.

If the oldest child is a boy followed by a sister--within a short time:

- Girls develop faster than boys during one to seventeen and press closely on the heels of the first child. Girls may displace boy as "oldest" child.
- The boy usually tries to assert himself because of cultural expectations for boys and may take advantage of his masculine role.
- As a teenager, may become a critic of parents--previously only critical of siblings.

Second child. The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and has feelings of being under constant pressure.

- Never has the parents' undivided attention.
- Always has another child in front who is more advanced (good reader)
- Feels that the first child cannot be beaten which disputes a claim of equality.
- Often acts as though there is a race to be won. Hyperactive and pushy, described as having a short attention span when in reading tasks.
- Has the "Avis Complex"--because I am second I will try harder.
- If the first child is successful, the second is more likely to feel uncertain of self.
- Usually is the opposite of the first child.
- Becomes a "squeezed child" whenever a third child is born.
- Tends to be more aggressive socially than oldest child.
- Lacks word attack skills, will guess at words and move on to something else.

Youngest child. The youngest child has a peculiar place in the family constellation and may become a "speeder" because of being outdistanced and thus may become the most successful; or if discouraged have inferiority feelings.

- Is often like an only child.
- Usually things are done for the "baby" --decisions made, and responsibility taken.
- Usually is spoiled by the family.
- Finds oneself in an embarrassing position--is usually the smallest, the weakest and above all--not taken seriously.
- May become the "boss" in the family.
- Either attempts to excel the brothers and sisters or evades the direct struggle for superiority.
- May retain the baby role, and hook others into a service role.

- Often allies with the first as being different from the rest.
- Prefers others to help with reading, may like to read aloud to become a center of attention.

Middle child of three. The middle child of three has an uncertain place in the family group--and may feel neglected. The middle child discovers that the privileges of the youngest and the rights of the older child are not available.

- May feel unloved and abused.
- Becomes a "squeezed child" whenever a third child is born.
- May hold the conviction that people are unfair.

  May be unable to find a place in the group.
- May become extremely discouraged--and prone to become a "problem child."
- Views learning tasks as an imposition, something to avoid because others are successful.

Behavior Styles and Learning Tasks

Learning tasks, such as learning to read, are tasks of life. Children begin learning how to handle the tasks of life early in their developmental life span. One's style or behavior patterns used in dealing with these life tasks are generalized from one task to another task. Adlerian psychology stresses the concept of life style as a way to describe the approaches one takes to solving life tasks in terms of ones unique motivating purposes. Some educational psychologists have focused on the concept of cognitive style as a means to study the idiosyncratic aspects of learning and problem solving. Adlerian psychology would suggest that one's cognitive style would be related to one's *life style* and would be best understood within the total context.

It would also follow, from the Adlerian viewpoint, that one's problems in living are a reflection of the difficulties a person has in achieving one's purposes in life. Likewise a child's learning problems would best be understood in terms of the child's life purpose,

the child's developing life style and the interactive effects. Again, the child's work (life tasks) cannot be separated from social relations and the need for love. School learning tasks are life tasks (work) that can best be appreciated within the context of social relations and the striving for love. Figure 1 illustrates how the life style development initiated in the family setting is transferred to the school setting. At a more specific level of detail, the behavior strategies used with specific life tasks and significant others in the family setting are generalized to the school setting. The degree of success experienced in the school setting is fed back into the family and is translated into the striving of the individual to achieve their goals within the family.

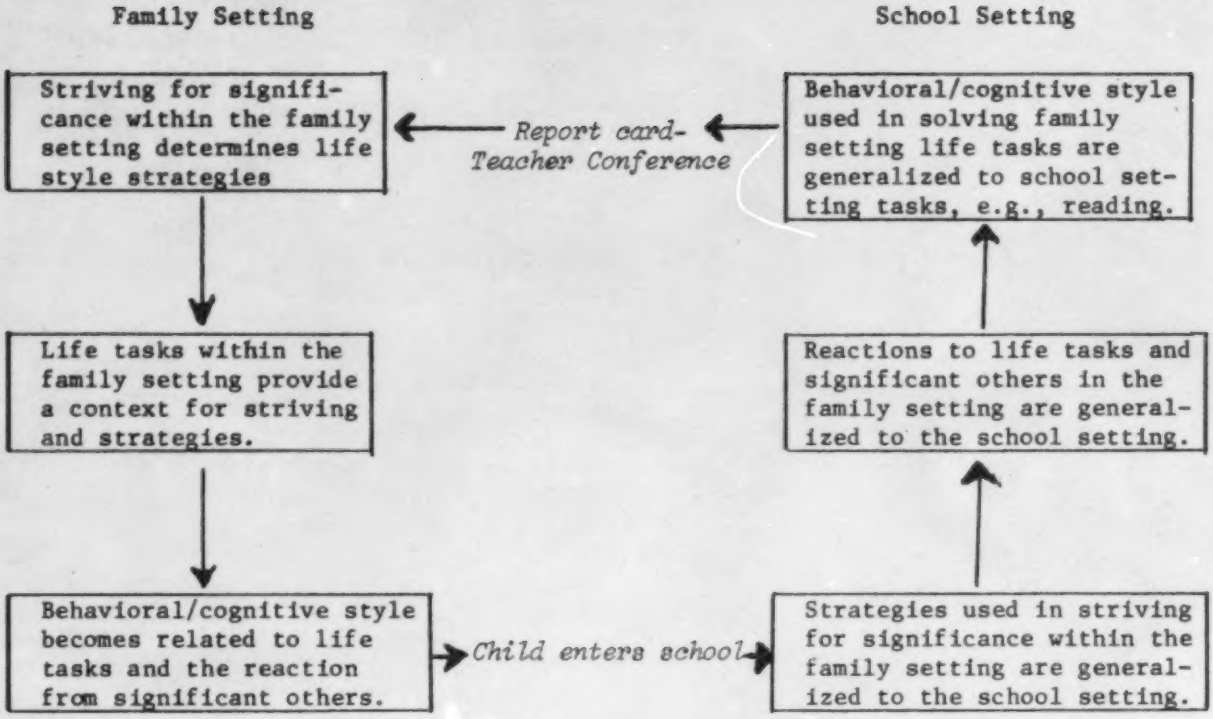

Family Setting
School Setting
Striving for significance within the family setting determines life style strategies
Report card-
Teacher Conference
Behavioral/cognitive style used in solving family setting life tasks are generalized to school setting tasks, e.g., reading.
Life tasks within the family setting provide a context for striving and strategies.
Reactions to life tasks and significant others in the family setting are generalized to the school setting.
Behavioral/cognitive style becomes related to life tasks and the reaction from significant others.
Child enters school
Strategies used in striving for significance within the family setting are generalized to the school setting.

Figure 1

Relationship Between Life Tasks and Learning Tasks

School Readiness Before
Reading Readiness

The child, upon entering school, meets with one of his or her earliest and severest tests of survival. The school is a new situation for the child; it will, therefore, reveal how well the child has been prepared to face new situations and particularly how well he or she has been prepared to adapt to a new social environment. We all hope our child has developed a feeling of worthwhileness and is able to effectively cope with new challenges. However, it is easy to become a discouraged student. When a child has begun to lose faith in himself or herself, discouragement has made its appearance. Discouraged children will quickly make themselves known by their behavior. As in

the family setting each will tend to avoid useful roads and normal tasks. Each will continually be searching for another outlet, a road to freedom, and early success. A discouraged student chooses the path that is always attractive to the discouraged individual which is usually the path of quickest psychological success. On the first day of school, such indications can be noticed as crying, reluctance to leave the mother, temper displays, over-reacting to stimuli, stubbornness, fighting, bullying other students, and so on. All of the above types of behavior, demonstrate the discouraged child taking the path of easy success. The success takes the form of gaining attention of some sort from either the mother or the teacher--manipulating the adults to become involved through pleading, coaxing, displaying anger or sorrow, or some type of involving behavior. A child may progressively run through all the strategies they learned in the family setting. This is in contrast to the confident students who will rely upon themselves and accept responsibility. In all instances, the children are finding their place in a new social environment. Likewise, the school setting contains the same three problems of life--work, social relations and love that are found in the home.

Developing Confidence and Positive Behavior

Neither the teacher nor anyone else can change what has happened in the past; however, if the teacher has developed an awareness and sophistication of the understanding of children's behavior, the teacher will be in a position to help the child develop a better feeling of social usefulness. Ideally, the initial school experience should serve as a mediator between the home and family setting and the outside world of reality. School should not be a place merely for academic learning, but a place where the knowledge and art of living should be taught.

Although by five years the general personality pattern of the individual is fairly well established, it is possible and often simple to redirect misbehavior into constructive behavior. To effect changes,

however, the authority must be aware of the purpose or goal of the misbehavior and also have the maturity to remain reasonably objective in an emotional crisis, but still maintain a friendly interest in the child. By the time the child enters school the child has developed a sense of sophistication of terms of his or her awareness of adult reactions to their misbehavior. The child is usually not consciously aware of the purpose of their misbehavior, but in a general way the individual is aware that what one does creates a type of reaction from the adult authority. For example, the child who is noted for "talking back" or "challenging the authority" is well aware that a scolding, time-out exclusion, or something else as equally uncomfortable will follow. However, more importantly, the child is successfully able to provoke the authority and manipulate the emotions of the adults. The young child probably knows the vulnerable and weak points of their parents far better than the parents know them themselves. By the time the child reaches school, many strategies have been developed as a short cut to recognition. In the process, the teacher becomes the next significant adult to feel the effects of their behavior repertoire. However, if the teacher possesses understanding and skill, the process can be slowed down, altered, and in the vast majority of instances, the child's ambition to misbehave can be generally redirected to an ambition to contribute usefully to the group or class and society. If no effective changes result from the kindergarten program, the first grade teacher has a more difficult job in effecting positive changes because the child has gained more strength in learning the success of misbehavior. Therefore, it can be seen that as long as the child continues to gain success from misbehavior, the misbehavior will continue to persist and develop in intensity as time goes by. Following are some basic Adlerian tenets for educators.

The dignity of the child. The teacher should treat the child as an equal but with different responsibilities. With this perception the opportunity for growth is increased. Equality, in this sense, does not mean that teachers are equal to the child in terms of skills, maturity, knowledge, experience, or responsibilities; rather, it implies that each

individual is worthy of respect and worth in their own right. The medical doctor presumably knows considerably more about medicine than does the patient, but, this does not make the doctor a superior person. The knowledge about medicine is superior. A teacher has the responsibility for the children in the class in terms of teaching knowledge and skills. The teacher must evaluate, discipline and see that rules and regulations are followed. However, if the teacher treats students as inferiors, learning is impeded.

Accept the child as a person. If children feel that the authorities accept them as they are, the motivation for growth and ambition is inherent. No child wants to fail. It is not uncommon for over-ambitious parents to have under-ambitious children. This is a result of the parents continually wanting the child to be better than he or she is, with the child developing many feelings of self-doubt and discouragement.

Positive involvement. The child who discovers that their misbehaving strategies are not getting them what they desire, will need attention and affection in other ways. Doing things together for fun or enjoyment is extremely important. Children need encouragement. Through encouragement, the child can develop the courage to grow, mature and become a useful, contributing member of the group. The child will have the courage to try new things. More effort should be directed toward what the child does "right" rather than accenting what is "wrong."

Act instead of talk. Most authorities talk too much. Teachers and parents especially talk too much when it pertains to children, specifically. Children will say that teachers and parents preach to them. Talking indicates that they do not know what to do. Teachers may not know how to act, so they resort to scolding, admonishing, and threatening. This is often to no avail because the children learn to tune out and do not listen. Teachers need to stop talking and start acting. This means taking a positive action. To stop talking does not mean that all conversation with a youngster is discontinued. It means that

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you do not talk to punish. Talking should be an involvement activity. Removing the child or ourselves from the situation is the consequence of inappropriate behavior. Talking should be an interpersonal activity that reinforces ongoing behavior for the child.

Diagnosis

A learning specialist should examine apparent theme inconsistencies and contradictions (i.e., passive at times, very active at other times) through a perspective termed "two points on a line." Such inconsistencies were simply a matter of the observer's inability to grasp the logic which would bind the apparent inconsistencies into a coherent unity in the person. If one is able to make a solid connection between the two most desperate pieces of information about a person's current life, it is possible to understand individual behavior in a wide range of situations. As in geometry, the location of a line can be determined by two points and the lines of a virtually infinite series of points may be predicted from knowledge of but two. Again, the key to resolving the apparent contradiction is to "find the string which binds the individual beads into a necklace."

Traditional diagnostic techniques are an extension of a clinical model which contends that it is necessary to gather all the facts before attempting to explain behavior. Moreover, we tend to generalize from standardized testing procedures which stress precision and objective information gathering. In this tradition, scoring and interpretations are the last component. Adlerians believe that such procedures have their place but are not effective or efficient in dealing with an individual's unique "stream of behavior" and one's private logic. Instead, the forming of continuous hypotheses and the process of accepting or rejecting the hypotheses is the best way to explain behavior--connect the "two points on a line." There are advantages of using hypotheses rather than imposing psychological certainties. Hypotheses invite one to get on with the task of understanding life, to test out, to calculate new experiences, and to profit from mistaken and divergent views.

Hypotheses are more than just guesses. Knowledge of cultural expectations, family constellation probabilities, typical child rearing practices, patterns of interaction, and the like are used to make educated, creative guesses--hypotheses. Using the Adlerian assumptions about human behavior requires an active, exploratory approach. When a hypothesis is rejected, the "why" can become part of the next hypothesis. Eventually, the response pattern should take on a "theme" that will allow the diagnostician to predict the fundamental directions in succeeding responses. "It should fit together and make sense." Each bead of information should be understandable in terms of the individual's unique goals of behavior.

The classification by types can be a source of confusion if we do not realize that types are merely convenient abstractions. From our professional experience we create hypotheses that allow us to operate efficiently. This is usually a mixture of probability and sensitivity--a cybrenetic approach to diagnosis. For example, the following scenario has been played many times. The oldest daughter fulfills the role of the first-born by becoming a good reader and generally a good student. She receives glowing comments from teachers and seems to be a leader in class. The next child will find it difficult to keep up with this sibling's accomplishments. The proud parents expect another superior school performance. They become anxious and concerned when the next child, a boy, does not do as well. This tension may increase if there is an additional child who can get attention by being the youngest. In an effort to be good parents, the middle, low performing child is constantly queried about school performance. He is reminded about homework; Mother may "help" with assignments. Additional tutoring or remedial classes may be procured. Reading performance becomes a noxious element in this child's life. Learning to read becomes secondary. He sincerely doubts if he can ever read well enough to please his parents; even if he would reach that magic grade level number. Avoiding the pain that surrounds the reading act becomes his primary concern. Satisfying authorities and showing mother that he is really trying to improve his reading helps ease the pain. If the pressure

continues, he can become completely befuddled and inadequate and thus evoke helpless feelings from authority figures. Now everybody can give up and rationalize away their responsibility for the situation.

There are many variations to the above scenario. There are also other scenarios--some that have never existed before. But, by starting with certain expectancies based upon an Adlerian psychological framework, the case conceptualization can take any form. The above learning (reading) problem stereotype may be verified, or, a completely new type of case discovered. The creative instability of the human organism requires a dynamic, malleable diagnostic process.

A Case Illustration

**Larry H.*: This sixth grade male was referred to a learning clinic because of poor grades, below grade level reading and a lack of motivation toward school subjects. Three previous academic aptitude tests have placed him in a the normal range (IQ 99-113). Below grade level performance in reading first became a serious concern in grade three.

Family Constellation

Donna f 16 years old - honor student, cheerleader, responsible
Dean m 13 years old - below average grades, aggressive athlete
*Larry m 11 years old - poor grades, passive but lovable
Jason m 7 years old - bright, active, clever

Larry enjoys camping and the outdoors. Indoors he builds model cars and listens to rock music. He plays with younger children and likes to love and cuddle animals. He seems to forget everything, i.e., Mother reminds him of chores. Larry fights with older brother, Dean, and sometimes teases the younger brother, Jason.

Mother began working with Larry on reading skills in the third grade. She would read to him and then he would read to her. Neither of the older boys are very "responsible" and Mother often finds herself nagging them to quit fighting and get things done. Father plays outdoors with the boys.

The teachers report that Larry does not enjoy school and lacks motivation. He gives up easily and often does not complete assignments. He does not seem to understand written directions; teachers read them to him. He also has difficulty carrying out assignments involving new concepts. Teachers report feelings of frustration and helplessness in working with him.

Larry reads orally in a slow, plodding manner with many repetitions that almost sound like stuttering. His silent rate of reading is slow. He has most success with comprehension of the main idea. He has difficulty with details and inference. His listening comprehension is low (third grade level). He omitted or subtracted medial sounds in recognition exercises. He demonstrates appropriate understanding of arithmetic content but is weak in operations. While computing money problems he would leave off dollar signs ($) or decimal points. His writing is small, constricted and sloven. Misspellings are frequently characterized by omitting medial letters, almost a type of shorthand.

An Adlerian Interpretation: As noted earlier, the Adlerian diagnostician would look for theme consistencies to connect the series of points on a line. Hypotheses related to Larry's striving to find his place in the family constellation would seem to reflect a basic ordinal position theme. Mother has responded in a typical "good Mother" role by taking over the responsibility for Larry's behavior. Passive power struggles and frequent displays of inadequacy have hooked Mother into a nagging, blaming role. Larry has become "Mother deaf" at home. He does not assume responsibility for the nitty gritty details of his life. Mother forces him to do things or takes care of them herself. She takes responsibility for the "Ps" and "Qs" of his life.

The low listening comprehension, the omitted medial sounds and the sloven spelling and arithmetic operations reflect the same lack of responsibility for attention to detail. Larry does not risk at home for fear of being wrong or not perfect. His slow, plodding, helpless approach to tasks imposed by authorities evokes helplessness and a shifting of responsibility to adults. He provides cues that are translated into a

"lack of motivation." Mother and teachers seem to end up in the same helpless position.

Summary

The implications of Adlerian psychology for understanding learning styles are both direct and indirect. The theoretical concepts applied to personality development through assumptions regarding child development would indirectly have an effect on a child's learning style. Child rearing practices and birth order hypotheses are examples of relevant perspectives. Direct application of Adlerian psychology to the development of learning style is suggested.

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HEMISPHERIC FUNCTIONS AND LEARNING STYLE

HEMISPHERIC FUNCTIONS AND LEARNING STYLE

Basic Hemispheric Function

The differences in basic functions of the left and right cerebral hemispheres not only seem to affect learning, but also behavior. It appears that each hemisphere of the brain, while quite similar in neuro-structure, does demonstrate differences in total mass and weight, as well as in significant integrative functions. Each hemisphere is able to receive and recognize the same sort of sensory information such as sound, vision, smell, tactile, and kinesthetic data. Yet, while each hemisphere is able to receive the same information, this information is processed differently relative to the hemisphere's particular mode of organization. While genetic structure probably predetermines the nature of the hemisphere's tendency to process information in a specific manner, the neuro-structure has to *learn* its unique functions and organization.

The right hemisphere seems to involve a range of nonverbal integrative functions including holistic perception, space and form perception, directional orientation, visual imagery, and other such activities. Note the functions of the right hemisphere (page 66).

The left hemisphere appears to be "prewired" genetically to organize language, to store language information, to learn values, and to provide the seat of socialization capabilities. Study the functions of the left hemisphere (page 67).

There are two parallelled "ways of knowing." Listen to these divisions, or left/right terms: thinking and feeling, intellect and intuition, objective analysis and subjective insight. Which ones were the left hemisphere terms and which ones were the right hemisphere terms? You have probably heard people say that they analyzed the good and bad points of an issue and then voted on their "gut feelings." Which hemisphere were they primarily working from when they were analyzing? When they relied on their "gut feeling?" You have read about researchers who try repeatedly to figure out a problem and then have a dream in which the answer presents itself as a metaphor intuitively comprehended by the researchers. People occasionally say about someone, "The words sound okay, but something tells me not to trust them." Or, "I can't

tell you in words exactly what it is, but there is something about that person that I like (or dislike)." These statements are intuitive observations that both sides of the brain are at work, processing the same information in two different ways.

Because speech and language are so closely linked to thinking, reasoning, and the higher mental functions that set human beings apart from the other creatures of the world, nineteenth-century scientists named the left hemisphere the dominant or major hemisphere; the right brain, the subordinate or minor hemisphere. Later studies, however, postulate that both hemispheres are involved in higher cognitive functioning, with each half of the brain specialized in complementary fashion for different modes of thinking, both highly complex.

The two hemispheres most likely utilize and put together information into meaningful wholes so that the individual can totally perceive and understand their environment. In essence, the major function of this specialization is the final integration of information from both hemispheres into one meaningful whole. For example, in reading and writing the individual must integrate information from both hemispheres not only to recognize and understand the activity, but also to continue to produce verbal and motoric expression. This specialization and eventual integration is perhaps the key to higher human capabilities. But is this complete temporal-spatial structure of perception and learning truly the case?

The implications of this question are important for learning. Do we tend to oversocialize the child by stimulating left hemispheric or language development while minimizing and neglecting the right hemispheric or natural spatial-motoric aspects? Is it possible that unequal capabilities tend to produce a child with special learning styles and special personality? Are there effects on the development of such skills as reading, writing, spelling, or math as a consequence of uneven or unequal development in one hemisphere over the other?

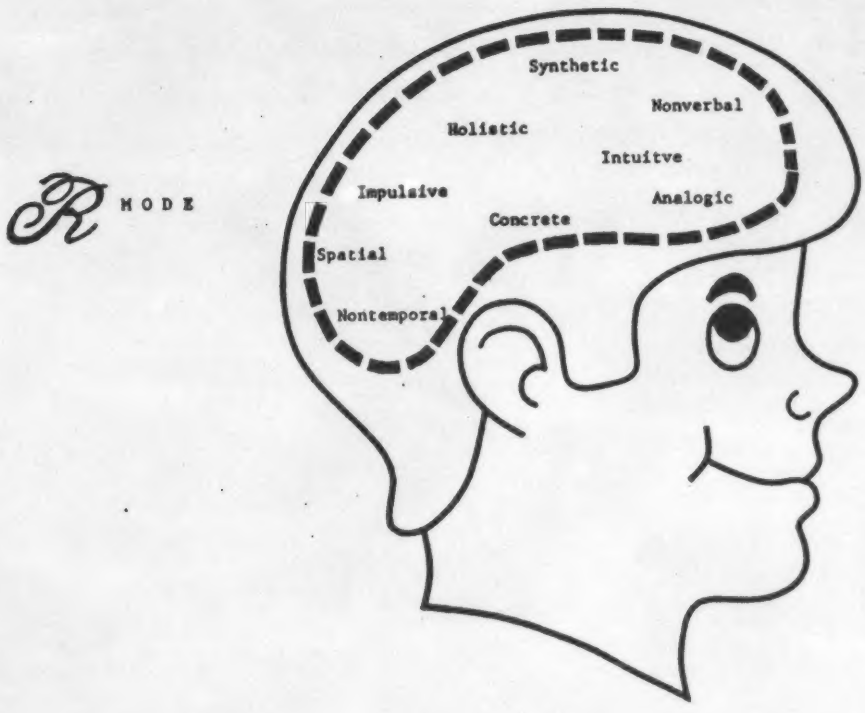
The most important issue for the parent and teacher may be the existence of normal children who develop learning styles and personality structures which are not organized in the traditional manner but in ways which make it difficult for the child to adapt their behavior to the conventional system of behavior and learning. These children are called the naturalistic children for they are special children who are "normal" in their own way and yet are seen as abnormal in a society which is organized in a different manner.

The naturalistic child develops an unusual mode dominance in which the right hemisphere becomes the primary mode. This child has not gained the usual amount of integrative ability in both modes (left and right) of thought. See page 66 , which describes the naturalistic child. This child demonstrates experiences of timeless space, a lack of organization and responsibility. There is no concern for convention and for values which everyone holds to be so important, but there is imagination and creativity, problem-solving through development of unconventional alternatives never before imagined. A proclivity toward self-indulgence, determination to perform one's will, and an unbounded desire to feel and experience all that surrounds the individual are the characteristics of the naturalistic child. This child shows sensitivity to sound and rhythm, and ability to experience sensory aspects of the environment, and the desire to seek out new experience simply for the feeling of it. The naturalistic child's thought tends to be intuitive, self-reflective, and non-verbal.

Contrast the characteristics of the naturalistic child to the mode of behavior referred to as "left-mindedness." (See page 67). The socialized mode is obviously present here. There are indications of significant left hemispheric consciousness and cultural training. There is also evidence of holding social values, of grasping time and sequence, of being able to identify with places which are both specific and general but which all have names that give them meaning. These children show their verbal ability in describing themselves and their place in time and space, and they evident logic and personal meaning in their language and values of the culture. Perception of past and fugure events, each based on the ability to perceive, through language, the concept of time and space, is also indicated.

THE RIGHT HEMISPHERE

1. Recognition and understanding (comprehension) of non-verbal sounds with minor ability in language.
2. Integration of complex motoric coordination and sensitivity to sensory information relating to movement.
3. Recognition of shapes, form-space relationships, behaviors of objects and people, and meaning in non-verbal spatial information.
4. Intuition and insight.
5. Perceptual gestalt and holistic perception and awareness.
6. Inventive, creative, and improvisatory abilities.
7. Recognition and synthesis of musical perception and rhythmic activity.
8. Artistic abilities and appreciation.
9. Simple calculation.

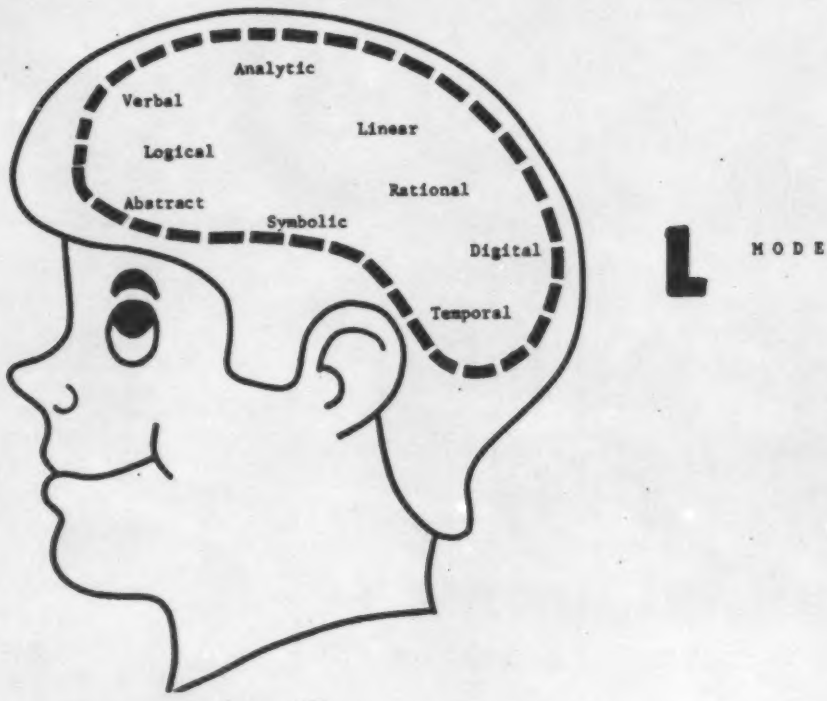


THE LEFT HEMISPHERE

1. Control of speech and gestures related to speech.
2. Reception, storage, language memory, synthesis of verbal information, language structure and syntax, and verbal meaning.

As a consequence of language function, the following factors also relate to left hemisphere control and direction:

3. Awareness and organization of time and serialization of perception and information.
4. Consciousness of time and passing of time in logical sequence, and subsequently, objective thought, order and logic.
5. Social values and comprehension of values deemed appropriate in the culture, social aggression, competition, religious beliefs and attitudes.
6. Understanding and socialization into typical or normal behaviors of the culture.
7. Concept of social or political authority, assertion toward social ascendance, and philosophical thought.
8. Higher math and complex mathematical concept formation.



HEMISPHERICITY OBSERVATION GUIDE*

Classroom Observation of Naturalistic Tendencies

Left Minded Characteristics	*Right Minded Characteristics*
A1 VE-Verbally expressive	A2 ME-Motorically expressive
B1 L-Logical	B2 I-Intuitive
C1 OS-Orderly and sequential	C2 HG-Holistic and gestalt
D1 T-Time orientation	D2 S-Spacial orientation
E1 SV-Socialized values	E2 NV-Naturalistic values
F1 AA-Aggressive assertive	F2 SA-Submissive accepting
G1 AT-Abstract thought	G2 CT-Concrete thought
H1 VT-Vertical thought-structured	H2 LI-Lateral thought-creative
I1 O-Objective	I2 S-Subjective
J1 CM-Conventional motor organization	J2 Mixed and unconventional motor organizations

These ten socialized and naturalized behavioral, cognitive, affective, and personality factors display characteristics which can be designed to provide a structured means of objectively scoring socialized-naturalized factors in the classroom. It may provide a somewhat artificial structure based as much upon theory as fact. But, when used by the teacher and psychologist, it will force us to look in a new way at behavior. That process will hopefully give us additional insights into the behavior of children. The two lists of behaviors can also be thought of as the socialized and naturalized mode of thinking or perceptual orientation. In the so-called "average" child we would expect a general correlation between the two modes of thought demonstrating that while one or the other mode may be the dominant mode of thought for the child, he is able to modulate between the two, displaying nearly equal competence in both. The children with whom we should be concerned are those who have much higher scores in one or the other mode. Our concern here is for the naturalistic child but we have already mentioned that the socialized (Theta) child without adequate naturalized abilities may also have much difficulty in learning or behavioral adjustment.

The checklists of special behavior for each one of the characteristics given above can be scored by using the class as a norm group. Five levels of scoring are suggested, 0 for inadequate, 1 for minimum ability, 2 for average, 3 for slightly better than average ability, and 4 for superior ability. The class group is used as the norm and each child is compared to the class as a whole to determine the score. The average child should score a total of 200, or 100 for Socialized Mode and 100 for the Naturalized Mode. This sytem of scoring is not intended to be a sophisticated statistical computation but rather a practical means of giving the teacher some method of comparing children in her classroom.

CEREBRAL DOMINANCE OBSERVATION GUIDE

Factor	*Socialized mode*	0-1-2-3-4
A1	*Verbal expressive*	
	1. Displays appropriate vocabulary for age.	- - - - -
	2. Speaks with good syntax and language structure.	- - - - -
	3. Answers specific questions adequately.	- - - - -
	4. Describes personal thoughts in proper sequence.	- - - - -
	5. Asks questions in order to obtain information.	- - - - -
B1	*Logical*	
	1. Shows objectivity in attitude towards others.	- - - - -
	2. Evaluates situations and personal behavior.	- - - - -
	3. Recognizes consequences of personal behavior.	- - - - -
	4. Selects appropriate goals and personal behavior.	- - - - -
	5. Understands reasons for rules.	- - - - -
C1	*Orderly and sequential*	
	1. Recalls a series of directions.	- - - - -
	2. Follows a series of directions.	- - - - -
	3. Displays appropriate personal organization.	- - - - -
	4. Dispays sequential pattern of thought.	- - - - -
	5. Predicts outcomes of behavior.	- - - - -

Factor	*Socialized mode*	0-1-2-3-4
D1	*Time orientation*	
	1. Knows sequence of days, weeks, months, or time of day.	- - - - -
	2. Understands and uses numbers appropriate for age.	- - - - -
	3. Aware of and adheres to time-related activities.	- - - - -
	4. Paces personal activity to time limits.	- - - - -
	5. Uses time to organize self.	- - - - -
E1	*Socialized values*	
	1. Recognizes and uses appropriate social behaviors.	- - - - -
	2. Understands and uses numbers appropriate for age.	- - - - -
	3. Displays appropriate remorse or guilt for misbehavior.	- - - - -
	4. Strives for social acceptance.	- - - - -
	5. Has socially appropriate and acceptable goals.	- - - - -
F1	*Aggressive and assertive*	
	1. Is personally assertive with others.	- - - - -
	2. Has a desire to compete.	- - - - -
	3. Concerned about fair play and cooperative ability.	- - - - -
	4. Appears to want rules in games and work.	- - - - -
	5. Shows personal motivation to achieve.	- - - - -

*Taken from, *Understanding the Alpha Child at Home and School*, Fadely and Hosler, Thomas Publishing, 1979.

Factor	*Socialized mode*	
G1	*Abstract thought*	0-1-2-3-4
	1. Can discuss relationships in abstract terms.	- - - - -
	2. Can apply rules to abstract situations.	- - - - -
	3. Enjoys mathematical games and tasks.	- - - - -
	4. Can discuss remote relationships.	- - - - -
	5. Displays logical problem-solving ability.	- - - - -
H1	*Vertical thought-structured*	
	1. Can apply rules to problems in math.	- - - - -
	2. Can predict outcomes in familiar situations.	- - - - -
	3. Displays deductive ability.	- - - - -
	4. Is able to classify and categorize information.	- - - - -
	5. Displays understanding of social behavior consequences.	- - - - -
I1	*Objective*	
	1. Can use criterion to evaluate situations or information.	- - - - -
	2. Learns and uses social rules.	- - - - -
	3. Displays a lack of bias in appropriate situations.	- - - - -
	4. Can remove self from situation and evaluate.	- - - - -
	5. Can listen and accept viewpoints of others.	- - - - -
J1	*Conventional motor organization*	
	1. Organizes work appropriately from left to right.	- - - - -
	2. Uses right-handed mode of writing.	- - - - -
	3. Able to read or sequence left to right without difficulty.	- - - - -
	4. Organizes work well on paper with proper spacing and size.	- - - - -
	5. Has good balance and coordination.	- - - - -
	Subtotal	- - - - -
	Total	_____

Factor	*Naturalized mode*	
A2	*Motorically expressive*	0-1-2-3-4
	1. Enjoys physical activities and games.	- - - - -
	2. Likes to draw, paint, build and make things.	- - - - -
	3. Relates to others physically, touching; hitting.	- - - - -
	4. Talks with many gestures and physical movements.	- - - - -
	5. Displays general restlessness during verbal or highly structured situations.	- - - - -
B2	*Intuition*	
	1. Exhibits high sensitivity in the feelings of others.	- - - - -
	2. Displays frequent mood changes, appears introspective, daydreams, and gains insight about others.	- - - - -
	3. Sees the practical basis of a problem.	- - - - -
	4. Highly responsive to music and situational mood.	- - - - -
	5. Highly aware of sensory information in the environment (tastes, smells, colors, sounds, touch).	- - - - -

Factor	*Naturalized mode*	
D2	*Spatial orientation*	0-1-2-3-4
	1. Highly sophisticated visual memory, knows and describes past events but cannot remember dates, time, or names.	- - - - -
	2. Has excellent movement capacity in activities.	- - - - -
	3. Orients to either right or left without defined preference or outside supervision.	- - - - -
	4. Poor directional orientation but good memory for physical characteristics of past locations.	- - - - -
	5. Enjoys open spaces and lack of crowding.	- - - - -
E2	*Naturalistic values*	
	1. Uses situational values rather than cultural norm.	- - - - -
	2. Considers experiences of value if they are self-stimulating.	- - - - -
	3. Has a need for immediate gratification.	- - - - -
	4. Tends to see self as important and as the center of all things. Feels a oneness with all.	- - - - -
	5. Displays shifting friendships, on-off depending on personal moods at the time.	- - - - -
F2	*Submissive and accepting*	
	1. Tends to be accepting of others without personal commitment to them, autonomous.	- - - - -
	2. Tends to accept aggression without a need to counter.	- - - - -
	3. Submits to compromise rather than conflict.	- - - - -
	4. Changes goals if extensive blocking occurs.	- - - - -
	5. Becomes aggressive when others try to direct him but will submit if he simply has to stop activity.	- - - - -
G2	*Concrete thought*	
	1. Displays apparent high degree of "common sense."	- - - - -
	2. Tends to state things as they are.	- - - - -
	3. Tends to need sensory input with information.	- - - - -
	4. Not socially astute.	- - - - -
	5. Has difficulty seeing remote relationships.	- - - - -
H2	*Lateral thought-creative*	
	1. Tends to be imaginative and fantasy oriented.	- - - - -
	2. Develops unusual responses and solutions.	- - - - -
	3. Tends to develop a variety of thoughts surrounding one stimulus.	- - - - -
	4. Tends to automatically elaborate on ideas.	- - - - -
	5. Can visualize and create unusual "things."	- - - - -
I2	*Subjective*	
	1. Relates goals of group to self.	- - - - -
	2. Evaluates others on the basis of personal beliefs.	- - - - -
	3. Embues objects and others with personal characteristics.	- - - - -
	4. Often responds in a highly emotional way to situations of stress or conflict.	- - - - -
	5. Determined to believe personal values and constructs.	- - - - -

C2 *Holistic and gestalt*

1. Sees higher purpose or general goals but may miss specific goals or sequence of behavior. - - - - -
2. Attempts to understand complex situations in a general way without regard for details. - - - - -
3. Perceives whole of words, phrases and sentences. - - - - -
4. Has general feeling about pictures or objects but can remember few details. - - - - -
5. Remembers visual aspects of people and objects but forgets names. - - - - -

J2 *Mixed and unconventional motor organization*

1. Has tendency to reverse letters or the order of letters. - - - - -
2. Has a tendency to use a different hand for various tasks. - - - - -
3. Displays visual motor difficulty in fine motor tasks that are educationally structured but not in personal activity. - - - - -
4. Has a tendency to reverse spoken words in syntax or in writing. - - - - -
5. Poor organization skills or written work and in general behavior. - - - - -

Subtotal - - - - -

Total _____

Diagnostic Procedures

Children with dominant right hemispheres (naturalistic children) are characterized by primarily non-verbal functions including holistic perception, space and form perception, directional orientation, and visual imagery. Thus, it is difficult for the naturalistic child to adapt their behavior to the conventional system of learning.

Children use *naturalistic right-minded* approaches, or *socialized left-minded* approaches to learning due to neurological differences and competence, for a number of cultural and personal reasons.

The first step is to recognize when the responses of children imply a tendency toward preference for naturalistic or socialized thought. Such preference in itself is not so important as whether it prevents the child from learning effectively and whether that preference can be modulated to include both styles of perception and behavior. If a child demonstrates strong preference for one or the other mode of functioning with great resistance to change, then we must attempt to continually stimulate the deficit process while teaching through the major preference. The first problem is to determine whether a preference exists and particularly whether that preference is naturalistic or right-minded.

WISC-R Evaluations. The WISC-R is a widely used psychometric instrument in the measurement of intelligence in children. When individuals with evidence of brain impairment are given the WISC-R, those with impairment in the left hemisphere do better on the performance part of the test than on the verbal. Those whose impairment seems to be in the right hemisphere do better with verbal skills. Until now, most of the research has looked at this data as indicative of some sort of hemispheric dysfunction rather than the other viewpoint: one hemisphere may provide more efficient processing for a child while the lesser hemisphere need not particularly display some sort of neurological deficit. For example, a child with a great difference in the two IQ scores may display an IQ of 95 in the verbal abilities but 130 in the performance abilities, in the typical deficit view-

point it is assumed that there is some sort of neurological problem, particularly in the verbal hemisphere, but in work with the naturalistic child it has been found that often children with this sort of difference do not particularly display any actual deficit in verbal abilities but merely that they display higher competence in the non-verbal or performance abilities. Rather than assume a neurological dysfunction it is just as reasonable and more appropriate to assume a *cerebral dissonance* viewpoint which tends to be more positive and useful in educational planning since both viewpoints, in the absence of dysfunction responsive to medical treatment, must take essentially an educational remediation approach. The problem is primarily one of learning and development and not medical intervention. In summary, many investigators have found *high correlations between left hemispheric function and verbal tasks* on the WISC-R and *right hemispheric function and performance tasks.*

In much of the literature on the WISC-R Intelligence Test it is often assumed that children with significant difference between the verbal and performance portions are demonstrating potential emotional disturbance or neurological dysfunction. In both cases, relative to the naturalistic child, this may be true behaviorally, but untrue in the sense that there is actual disturbance or dysfunction. Educators may be dealing with difference in hemisphericity which results in syndromes of behavior characteristic of emotional difficulties or neurological dysfunction but which are in fact "normal" for this particular child. General scores with at least 15 points difference between language and performance items is one indicator of a potential hemisphere preference.

Motivational Response. The diagnostician must, however, make use of more than one indicator to make a hemisphericity diagnosis. Another significant indicator is *motivational response* to performance items in comparison to language items. The evaluator may often see the child struggle with language items while showing a distinct preference and increased interest during performance items. Often the child may give one word response to information, similarity, or

vocabulary items and then give very directed and sophisticated responses to the picture completion, block design, picture arrangement, and object assembly items. The naturalistic child will often look at the design, study the blocks momentarily and then immediately form the design with the blocks. This behavior suggests internal imagery manipulation with subsequent clear placement of the blocks. The same is true of the picture arrangement and object assembly. This difference between language imagery and spatial imagery is a clear indication of hemispheric preference.

The naturalistic child may also have difficulty formulating verbal responses in a proper syntax. The child may know the response but is unable to organize it in appropriate language. The child may have difficulty translating global naturalistic impressions into an organized verbal response. (On vocabulary they may respond to the meaning of gamble with, "Play, you money, it's a game.") Math can be difficult for this child and, due to his tendency to visualize information, they have difficulty using symbols to represent numbers.

The naturalistic child may do very well in drawing, with many details and elaborations. The naturalistic child is sensitive to nonverbal communication and resistive to structured situations. The entire nature of the typical psychiatric or psychological examination with convention and standardization threatens the naturalistic child and they may respond very poorly in a manner that is not at all indicative of their true ability.

In fine motor organization the naturalistic child may have mixed dominance, directional difficulties and organizational problems in school work. They may often pay little attention to left to right organization, due either to a lack of language structure or to right hemisphere dominance in motor control resulting in the typical confusion related to lefthandedness. While the child may not be left-handed, if the right hemisphere is the dominance control center for motor behavior, the child may tend to organize right to left. They may display poor hand dominance, using different hands for different tasks. These children may also have difficulty with the proper

directional orientation of letters. They may have difficulty in copying such forms as the crossed arrows on the Visual Motor Integration Test (Berry). At the language and cognitive level they may reverse the order of letters, numbers, and even words. There may be lack of visual imagery and auditory or verbal expressive integration leading teachers to feel the child is dyslexic. However, if they are given the opportunity and if they are assisted in their verbal or auditory skills, the child is able to perform. The naturalistic child appears to learn more easily if there is much visual imagery attached to learning material. The child may be a visual learner.

Reading. Interesting phenomena can be observed with regard to diagnostic procedures in reading. The naturalistic child may have interesting substitutions in reading, such as "river" for "stream." In this case the child internally recognizes the word as representing the visual imagery of a river, but they unconsciously substitute the closest word that comes to mind during the gestalt experience of reading.

The naturalistic child tends to have difficulty with phonetic orientation in reading, again because they tend toward whole word gestalt rather than phonetic structure. The tendency to remember whole word images rather than phonetic units does not in itself indicate a naturalistic tendency but when associated with a cluster of other factors, can be an important indicator. The whole word perception tendency in these children also often creates inefficient use of the eyes. Muscles controlling the eyes are subject to the same directional preference as those controlling the hands, so that similar directional "errors" occur in visual scanning and tracking. Such children may be quick to see the most likely order of Picture Arrangement on the WISC-R and yet do very poorly on the Picture Completion. They may exhibit visual coordination difficulty and give the impression of having a visual disorder but the difficulty is not in the eye or the muscles but in the conscious preference of the brain not to scan or sequentially investigate an object or word.

Spatial Orientation. Since these children are so motor and spatially oriented they have difficulty in simultaneous motoric and language function. If they are working on a motoric task such as writing they may actually be unable to hear any questions given to them. Conversely, if they are engaged in a language task, they be unable to perform a simple motoric task.

The naturalistic child often appears to forget easily or seems to be absent-minded. This is true both because of poor time orientation and due to a lack of language organization. They are often absorbed in personal imagery which may appear as daydreaming and does not think about time or is likely to forget easily. He may also display a high interest in a range of non-verbal activities. These children may build, take apart, point, draw, play games, engage in musical activities, and generally love activity or active play which involves a challenge. It is not just that they enjoy activity but rather there is usually a high degree of cognitive function involved beyond simple play.

To the socialized adult the natural child is impulsive and tends to behave without thinking. They are "now" oriented children and often react to the environment relative to what is happening at the moment without regard for consequences. This tendency is not a disorder or neurological problem, but one of difference in thought orientation and process. Because these children are so intense and involved in their world of spatial and fantasy orientation, they are vulnerable to the whims of the environment. They have difficulty modulating their behavior because they are not language oriented. They are highly interested in visual stimuli. They also tend to be egocentric as the natural child engages in a personal world of fantasy and non-verbal behavior and sees the world only in terms of his own response to it.

The naturalistic child also has difficulties in recalling directionally oriented words and phrases. For example, if asked what day comes before Tuesday he may say "Wednesday." The confusion may be based in the difficulty of translating verbal representation into spatial directions because of the right hemispheric tendency to work from right to left.

Although the foregoing list of clinical signs is not exhaustive and many of these indicators are also associated with learning disabilities, emotional or social disturbance and a host of other typical learning or behavior disorders, the examiner must use his professional judgment in attempting to formulate a potential syndrome of naturalistic behavior patterns. While a child who has some sort of disorder may exhibit many of these factors, many children who are thought to have a disorder may well be naturalistic children. In the former case, we may find pathological signs in a child but in the latter we may find not pathology but simply difference which must be dealt with through educational techniques rather than clinical therapy.